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ABSTRACT

This paper describes the development and operation of two professional development schools (PDS) by the School of Education at Baylor University. These schools were organized to develop and demonstrate: (1) high quality learning programs for diverse students; (2) practical, thought-provoking preparation for novice teachers; (3) new understandings and professional responsibilities for experienced educators; and (4) research projects that add to all educators' knowledge about how to make schools more productive. The Hillcrest PDS and LaVega Primary School were organized along these principles, emphasizing theme-based interdisciplinary teaching, multi-aged groups, technology, cooperative learning, inclusion, performance assessment, and outdoor learning environments. Mixed-age groups of 40 students are taught cooperatively by a master teacher, a first-year teacher, and student teachers from the university. An appendix contains lists of procedures, objectives, and teacher evaluation forms used in the PDS program. (Contains 19 references.) (MDM)

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The Role of the Professional Development School to Prepare Teachers of Young Children

A Description of Two Models:
The Hillcrest Professional Development School
The LaVega Primary School

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The Role of the Professional Development School to Prepare Teachers of Young Children

Introduction

For many years Early Childhood Educators have recognized the need and importance of providing opportunities for pre-service teachers to participate in learning environments with practicing professionals and young children. Pre service teachers need to observe developmentally appropriate practice in learning environments and participate under the supervision of qualified professionals. Preservice teachers need the opportunity to work with young children of diverse ages and abilities and to participate with children reflecting cultural and linguistic diversity. Preservice teachers need experiences in working with children, parents, and professionals. The concept of a professional development school provides these experiences in an optimum setting.

With the creation of the Holmes Group in 1986 came the idea of the Professional Development School. The Holmes Group is a consortium of nearly 100 American research universities committed to making teacher preparation programs more rigorous and more connected to liberal arts education, to research on learning and teaching, and to wise practice in the school.

The Holmes Group developed an interactive set of reforms:

- sound arts and sciences curriculum—imparting deep understanding of the disciplines to teachers and their students;
- on-campus studies of the critical knowledge about learning and teaching-coherently organized, and integrated with;
- in-school practice and teaching, well-coached and gradually;
- increasing in responsibility — in several settings but especially in schools enrolling diverse students and those who are at risk of academic failure;
- research in which university and school faculties collaborate—examining questions arising at the school, and trying out new approaches to learning, teaching, and the organization of schools.

These new thrusts, according to the Holmes Group, can come together in a Professional Development School.

The Holmes Group defines a PDS as a regular elementary, middle or high school that works in partnership with a university to develop and demonstrate:

- fine learning programs for diverse students.
- practical, thought-provoking preparation for novice teachers.
- new understandings and professional responsibilities for experienced educators.
- research projects that add to all educators' knowledge about how to make schools more productive.

The PDS presents an excellent opportunity for collaboration with public schools and an opportunity to develop a school that will strengthen the preparation of pre-service teachers. The concept of the professional development school can strengthen experiences in the preparation of teachers of young children.

University/School Collaboration

Based on the information from the Holmes Group and other research, and focusing on the development of the Center for Professional Development and Technology the School of Education has designed and implemented Professional Development Schools for field based instruction and student teaching. The following information describes the two sites that are in the Early Childhood Education Program.

Hillcrest Professional Development School

The School of Education collaborated with the Waco Independent School District to design the Hillcrest Professional Development School based on information from the Holmes Group. Hillcrest PDS provides a site for teacher preparation and for inservice professional development.

The elementary PDS accommodates approximately 260 students from pre-kindergarten though 5th grade. The school, organized on a year-round schedule, has a principal and professional staff from the university and school district. A joint planning committee, composed of faculty from the university, school district and community professionals, serves in an advisory capacity and promotes communication among the participating groups. The School of Education also has a committee that sets policy for the PDS.

Instructional settings are organized in learning are organized in learning environments with multi-age groups. Each group has approximately 40 students representing the community's culturally diverse population. Each environment is headed by a master teacher, who supervises a first-year teacher, student teachers and other preservice teachers from the university. Each learning environment is in an inclusive setting.

Goals

BAYLOR UNIVERSITY and WACO INDEPENDENT SCHOOL DISTRICT, partners in the education process, believe in the importance of creating and establishing professional development schools that value continuing school and faculty improvement, collaboration among partners, and a continuity of caring in student-focused learning environments. Toward that end, we set forth the following GOALS FOR PROFESSIONAL DEVELOPMENT SCHOOLS in WACO INDEPENDENT SCHOOL DISTRICT:

Goal 1 To develop and implement quality educational programs that enhance successful outcomes for all students.

Goal 2 To develop educators who will provide exemplary leadership and direction in modeling effective teaching for the 21st century.

Goal 3 To create effective field-based practices for preservice educators that enhance the recruitment and preparation of high quality professionals.

Goal 4 To develop and implement effective teaching strategies for pre-service and in-service educators which promote successful educational outcomes for diverse student populations.

Goal 5 To integrate technology into all aspects of the educational process including learning, communication, management and record keeping.

Goal 6 To engage in research and scholarly activity involving the identification and development of effective practices of teaching, school administration, and the preparation of professional educators in a collaborative environment.

Goal 7 To provide models of learning, inquiry, reflection, innovation and professionalism for other schools.

Goal 8 To develop models of induction and in-service education that will enhance the competence and retention of teachers in the Waco Independent School District.

Goal 9 To create and establish replicable professional development school models at a number of locations and at all grade levels.

The Hillcrest PDS has implemented the following programs and organizational elements:

- Theme-based interdisciplinary teaching
  Students study more than one subject at the same time to examine a central theme, topic, problem or issue.

- Multi-aged groups
  Learning environments are divided into multi-aged groups of students. These groups provide flexibility, cooperative learning models, individual attention and a sense of community.

- Technology
  Students are taught how to use technology to access information so they can engage in continuous self-education throughout their lives.

- Cooperative learning
  Allowing students to work in small cooperative learning group enhances students achievement.

- Inclusion
  Instructional programs are available to accommodate all students in the classroom regardless of learning differences.

- Performance assessment
  There are no report cards. Students are given opportunities to demonstrate their understanding. These assessments occur over time and result in a tangible product or observable performance.

- Outdoor learning environment -
  Developmental play, fine arts and environmental education allow students to utilize the school ground for hands-on learning.

Role of Young Children to Prepare Teachers

The Hillcrest Professional Development School provides opportunities to prepare teachers of young children. Here students observe and participate in an appropriate, nurturing environment for young children. They have experiences with optimum instructional materials, techniques and developmentally appropriate practices. Students can use the latest technology and media. They also plan and implement various instructional styles.

The following experiences at the professional development school enhances the preparation of teachers of young children.

Experiences

- Field Experiences
  Optimum field experiences are a major function of the PDS. These experiences are guided by the faculty and provide an opportunity for the preservice teacher to observe techniques of a master teacher and various models of instruction.

- Class Sessions in Early Childhood Education
  Class sessions are scheduled in various learning environments of the PDS. Pre service teachers plan activities and participate with the children. This is directed and evaluated by the university faculty and master teachers.

- Discussions, Demonstrations and Observations
  Discussions and demonstrations are presented by teachers from the PDS for pre service teachers. Preservice teachers observe and experience theme based interdisciplinary teaching, use of technology, cooperative learning and techniques of assessment in an optimum learning environment.

- Outdoor Learning Experiences
  Experiences are presented in developmental play, fine arts and environmental education with hands-on learning.

- Assessment
  The students observe the development and use of the portfolio.

- Participation with Parents
  Students have various opportunities arranged by the Master Teacher to participate with parents in formal and informal activities.

- Learning Centers
  Students plan and implement the learning center approach to develop discovery learning and decision making. (Guidelines for this activity are included at the end of the document).

- Student Teaching
  Student teaching in the PDS is a full year experience. Students in elementary and early childhood education meeting requirements for student teaching must apply and proceed through a screening process for acceptance into the Student Teaching Program at the PDS. Designated University classes accompany the student teaching experience. This provides opportunity to apply theory to practice. (Student Teacher Proficiencies for the Hillcrest Professional Development School are included at the end of the document).

Students participating in the Hillcrest Professional School are expected to demonstrate the following proficiencies:

— Identify a developmentally appropriate environment.

— Integrate the center approach in the learning environment.

— Plan and implement discovery learning.

— Demonstrate assessment techniques.

— Respond appropriately to children with different needs and ages.

— Respond appropriately to culturally diverse population.

— Respond appropriately to children with disabilities.

— Demonstrate effective communication skills with children, parents and professionals.

— Collaborate with teachers and staff.

— Integrate theories of development and learning, content, teaching techniques and curriculum with application.

The Center for Professional Development and Technology

In 1995 the School of Education received a grant from the Texas Education Agency to fund a Center for Professional Development and Technology, The PARTNERS Project. The CPDT will be the standard for teacher education program approval in 1997.

The purpose of the CPDT is to restructure the teacher education program to meet the new accountability standards which become effective September 1, 1997. This restructuring includes working collaboratively with public schools to:

1) increase the number and quality of field experiences prior to student teaching,
2) increase the technology expertise of teacher education students,
3) design and implement performance based proficiencies as the primary means of assessment in teacher education courses,
4) increase the preparation of teachers to work in multilingual schools and multicultural environments.

According to Texas Education Today, (July 1995) the State of Texas has 17 centers for professional development and technology located at 28 colleges and universities, eight community colleges, 15 regional education service centers, 206 school campuses and 61 school districts.

The PARTNERS Project includes several schools in the area to be sites for professional development. The Early Childhood Program has a site at the LaVega Primary School. The LaVega Primary School has approximately four hundred fifty students from pre-kindergarten through second grade. It also has an Early Childhood Center for young differently abled children and the school provides a multilingual and

multicultural environment. The school is organized on a traditional schedule with a principal, faculty and support staff.

To organize the PDS the principal, curriculum director, teachers and university faculty met together to discuss outcomes and plan the first semester. Planning and evaluation meetings continued during the semester, and at the conclusion of the experience students were asked to provide ideas that would assist in implementing the field based experience. Prior to the next semester guidelines were written. (Guidelines are included at the end of the document).

The PARTNERS Project provides funds for university staff to observe students and provide feedback to the students. There is also a teacher liaison from the school site to the university faculty. Funds are provided for travel, technology and various materials.

There is a planning committee with a chair that meets once a month to coordinate all activities and there is an Early Childhood Committee to establish policy on the primary school campus. All teachers involved in the program meet during the semester to plan, share ideas and evaluate progress.

The following experiences are integrated into the Early Childhood Program.

Experiences

— Writing Project - Students field test activities in writing curriculum materials.

— Field Experiences - Students plan and participate with children in prekindergarten, kindergarten and first grade. Students are observed and evaluated by the university faculty and master teacher.

— Class Sessions - Class sessions are scheduled in various learning environments.

— Teachers on Campus - Teachers come to the campus to share ideas and to discuss instructional techniques with individual students.

— Participation with Parents - Experiences are provided by teachers to meet parents.

— Student Teaching - Student teaching in the PDS is a full-year experience. Students in elementary and early childhood education who meet the requirements for student teaching must pass a screening process for acceptance into PDS student teaching program. Designated university classes accompany the student teaching experience. Students have the opportunity to apply theory to practice.

Students participating in the Center for Professional Development and Technology: La Vega Primary should demonstrate the following proficiencies:

— Identify developmentally appropriate learning environments.

— Plan and implement learning experiences with young children.

— Select the best practices for young children.

— Demonstrate assessment techniques.

— Collaborate with practicing professionals.

— Develop communication techniques with children, parents and professionals.

— Respond appropriately to children with different needs, with children of different ages, with culturally diverse populations and with children with disabilities.

— Integrates theories of child development theories of learning, content knowledge, teaching effectiveness skills and early childhood curriculum with applications.

Summary

In summary, establishing a PDS entails a commitment from the university and school district. It should be a preparation site for preservice educators and for the continuing professional development of inservice educators.

In Tomorrow's Schools of Education: A Report of the Holmes Group (1995), caution is given to the designation of PDS on all kinds of schools. The danger could exist that the concept of the PDS would not meet its full potential.

The Professional Development School can offer many opportunities to prepare teachers of young children. Theories of child development, theories of learning, content knowledge, teaching effectiveness skills and early childhood curriculum can be integrated into application. University faculty can help to shape quality programs that serve as models of learning, inquiry, reflection, innovation and professionalism.

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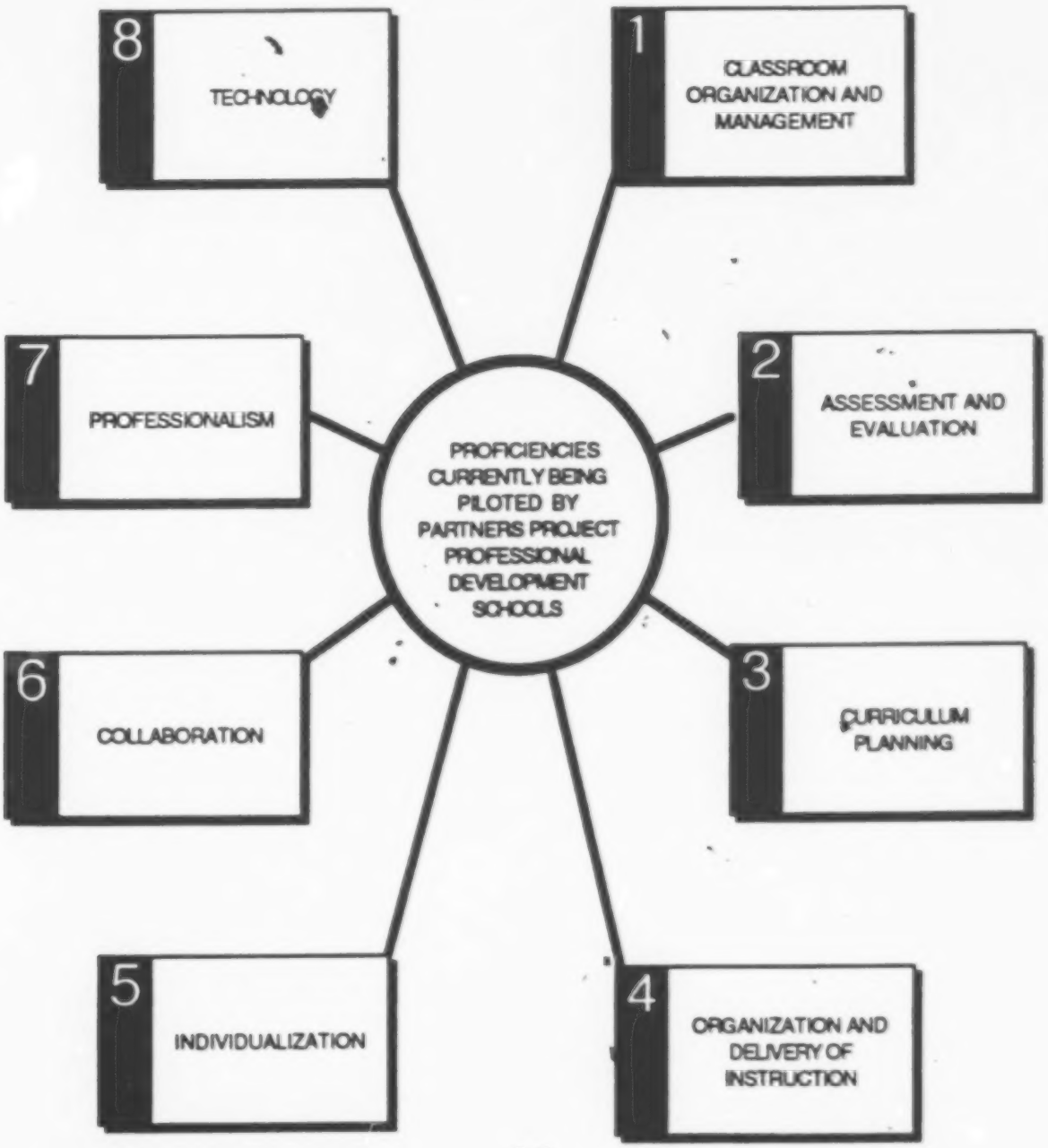
BAYLOR UNIVERSITY SCHOOL OF EDUCATION

CENTER FOR PROFESSIONAL DEVELOPMENT AND TECHNOLOGY

PARTNERS PROJECT



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1.0 CLASSROOM ORGANIZATION AND MANGEMENT

1.1 Demonstrates positive expectations, positive and corrective feedback
1.2 Develops interventions for solving classroom behavior problems
1.3 Assesses and identifies the effects of learning environments
1.4 Maintains order in all learning environments
1.5 Uses feedback to improve classroom organization and management on a continuous basis

2.0 ASSESSMENT AND EVALUATION

2.1 Understands and interprets the results of norm-referenced test(s) and explains to parents
2.2 Administers criterion-referenced test(s) and interprets the results (e.g., IRI, CBA, running record)
2.3 Designs and administers qualitative assessment procedures in at least one area
2.4 Plans, implements and evaluates instruction using assessment results
2.5 Participates in the assessment and reporting of student progress
2.6 Uses feedback to improve assessment and evaluation procedures on a continuous basis

3.0 CURRICULUM PLANNING

3.1 Selects and/or organizes scope and sequence
3.2 Develops unit framework that includes content, processes, products
3.3 Develops lesson/strand that relates to unit framework
3.4 Selects materials that correlate to lesson objectives, match student needs, and are substantial from the perspective of the discipline
3.5 Plans curriculum units and selects materials that reflect the multicultural background of students
3.6 Uses feedback to improve curriculum planning continually

4.0 ORGANIZATION AND DELIVERY OF INSTUCTION

4.1 Organizes and sequences materials according to lesson plan
4.2 Uses instructional strategies that match the purpose of the lesson
4.3 Manages, motivates, and adapts for students during instruction
4.4 Uses feedback to improve organization and delivery of instruction continually

5.0 INDIVIDUALIZATION

5.1 Organizes room for multilevel activities that relate to learner objectives
5.2 Manages multiple activities and teaches independent learning skills
5.3 Uses feedback to improve individualization of instruction continually

6.0 COLLABORATION

6.1 Seeks opportunities to collaborate with peers, other professionals, and parents
6.2 Demonstrates peer coaching techniques
6.3 Uses feedback to improve collaboration skills

7.0 PROFESSIONALISM

7.1 Is familiar with laws, policies, and procedures that affect the educational rights of children, including children with disabilities
7.2 Maintains confidentiality
7.3 Pursues opportunities to extend professional knowledge
7.4 Models excellence in written and oral communication
7.5 Exhibits professional manner
7.6 Develops professional portfolio

8.0 TECHNOLOGY

8.1 Applies data technology (computer) instructionally and professionally
8.2 Applies video technology instructionally and professionally
8.3 Incorporates appropriate communication technologies
8.4 Integrates technology and instruction

The LaVega Primary School Field Experience

LaVega Independent School District and Early Childhood Education
School of Education, Baylor University

Betty Ruth Baker
Early Childhood Education

PURPOSE

The purpose of this program is to provide an opportunity for collaboration between a primary school and early childhood education to provide field based experiences for students preparing to be teachers of young children.

PROCEDURE

Pre-service teachers enrolled in EDC 4300, Curriculum Organization for Kindergarten and Early Childhood will spend one hour a week for a period of ten weeks in an environment for young children. Students will collaborate with the teacher to select themes, activities and resources that are developmentally appropriate for the level of the learners.

Students will conduct a review of materials and resources and plan, implement and evaluate activities. Students will be provided themes, concepts, skills and schedules by the teacher. The student will write a teaching plan prior to each session, and plans should be kept in a note book. Plans should be signed by the teacher, and the teacher should give feedback to the student.

The student should use the following outline for each plan:

Theme
Date
Name of Activity
Objectives
Introduction
Procedure
Questions
Follow up
Source
Response of Children

Students should implement plans in a large group setting, with small groups or using the learning center approach. Students should evaluate the response of the children and record on the lesson plan on completion of each teaching experience.

Writing Project

This field based experience will enhance the Writing Project. Students are required to field test a minimum of two activities researched for the curriculum guide. These activities should be presented in the demonstration.

Note: The student must notify the office when unable to attend. Make up periods must be arranged by the student. An evaluation will be completed at the end of the experience.

Outcomes

The following statements indicate the expected outcomes and tasks of this field based experience:

The Pre Service Teacher

1. Experience developmentally appropriate learning environments.
   a. observe the physical environment
   b. observe diversity of the children
   c. observe instructional techniques

2. Collaborate with the teacher to apply developmentally appropriate strategies in the curriculum.
   a. Select themes, concepts and skills appropriate to the individual learners.
   b. Integrate content areas in the curriculum.
   c. Participate in discovery and teacher directed activities.
   d. Apply whole language and learning center approaches in the learning environment.
   e. Implement evaluation and assessment strategies.
   f. Implement plans in large group and small group settings.
   g. Exhibit positive communication and rapport with the children, teachers and staff.

3. Apply developmentally appropriate instructional strategies in a culturally diverse setting.
   a. Select, plan and implement activities and instructional strategies with children.
   b. Implement assessment and evaluation techniques.
   c. Integrate content in appropriate activities.
   d. Implement an anti-bias curriculum.

Children

1. Experience involvement in enrichment opportunities.
   a. Participate in activities with the pre service teacher.
   b. Experience a variety of materials and activities.

2. Experience hands-on learning.
   a. Particitpate in an integrated curriculum.
   b. Develop curiosity and love of learning.

CONCLUSION

Participation in a field based program is an important phase of preparing to become a teacher of young children. Through opportunities to field test plans, activities, materials and resources, students can acquire skills and techniques necessary for curriculum development.

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EVALUATION

La Vega Primary School Field Based Experience

1. Unacceptable 2. Marginal 3.Average 4. Strong 5. Excellent

Name_____

Number of Clock Hours_____

General:					
1. Arrived on time	1	2	3	4	5
2. Established positive rapport with teacher	1	2	3	4	5
3. Established positive rapport with children	1	2	3	4	5
4. Observed the physical environment, children and instructional techniques	1	2	3	4	5
5. Prepared well for the field experience	1	2	3	4	5
Instructional Technique:					
1. Applied appropriate instructional strategies	1	2	3	4	5
2. Selected developmentally appropriate activities	1	2	3	4	5
3. Developed well written plan	1	2	3	4	5
4. Collaborated with the teacher in curriculum development	1	2	3	4	5
5. Participated in discovery learning	1	2	3	4	5
6. Participated in teacher directed activities	1	2	3	4	5
7. Implemented evaluation and assessment techniques	1	2	3	4	5
8. Displayed positive communication techniques	1	2	3	4	5

Comments:

Signature of Teacher_____

Professional Development School Teaching Experience

Early Childhood Education
School of Education
Baylor University
Waco, Texas

Betty Ruth Baker
Early Childhood Specialist

Purpose

The purpose of the teaching experience in the Professional Development School is to provide an opportunity for the pre-service teacher to participate in discovery learning, self selected and independent learning centers, and to observe and to apply developmentally appropriate practices in a culturally diverse setting.

Procedure

The student will spend one class period in the Kindergarten Unit of the Professional Development School. The date will be assigned.

The student will plan an activity for a learning center that will enhance the unit of study. The student will write a teaching plan and prepare the needed materials. (See list of learning centers and units.) The student will involve the children in the activity at the

assigned class period, and evaluate the response of the children. The plan should be placed in the designated folder in the Early Childhood Center on completion of the experience.

Points to Remember

The following will assist in providing optimum learning to the student.

1. Arrive on time and stop by the office to identify your presence in the building.
2. Go to Room 302 and greet the teachers. Discuss your activity with the teacher as needed and seek advice when in doubt about the procedure.
3. Find the appropriate center and begin the activity.
4. Refer the child to the teacher when asking permission. Avoid contradiction of the teacher's decision.
5. Give attention to direction, questions and reinforcement techniques.
6. Improve communication skills.
7. Evaluate the activity as the children participate in the center.
8. Observe the structure of discovery learning.
9. Observe the physical environment. Give attention to teacher made materials and room arrangement.
10. Observe the children. Give attention to interest, attention span, behavior, self esteem, language and motor skills, levels of learning and cultural diversity.
11. Become aware of management techniques. Identify techniques in guiding behavior.
12. Allow time to observe the children participate in all of the centers.

Conclusion

Participation directly with learning centers and discovery learning is a valuable experience in preparing to become a teacher. Through participation planning, teaching skills and management techniques can develop and improve.

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